

CAMBRIDGE

SECOND EDITION
STUDENT'S BOOK
with Interactive eBook

Herbert Puchta, Jeff Stranks
& Peter Lewis-Jones

2
CEFR
B1



**AMERICAN
THINK**

Better
Learning

CONTENTS

Welcome p 4 **A** Introducing yourself; Asking questions; The weather; Families **B** Meeting people; Irregular past participles; Losing things; Furniture
C Buying and talking about food; In a restaurant; Stores; Things you have to do **D** Plans and arrangements; Sports and sports verbs; Travel plans

	FUNCTIONS & SPEAKING	GRAMMAR	VOCABULARY
Unit 1 Incredible people p 12 ▶	Talking about things you have and haven't done Developing Speaking: Offering encouragement	Present perfect with <i>just, already</i> , and <i>yet</i> ▶ Present perfect vs. simple past	Personality adjectives Collocations WordWise: Phrases with <i>just</i>
Unit 2 A good education p 20 ▶	Asking and giving / refusing permission to do something Role-play: Asking permission	▶ Present perfect with <i>for</i> and <i>since</i> <i>a, an, the</i> , or no article	School subjects Verbs about thinking

Life competencies: Recognizing others' good work ▶, **Culture:** Schools with a difference ▶, Review

Unit 3 On the screen p 30 ▶	Comparing things and actions Developing Speaking: Asking for and offering help	Comparative and superlative adjectives (review) (<i>not</i>) <i>as ... as</i> comparatives ▶ Making a comparison stronger or weaker Adverbs and comparative adverbs	Movie genres WordWise: Expressions with <i>get</i> Types of TV shows
Unit 4 Online life p 38 ▶	Giving advice	Indefinite pronouns (<i>everyone, no one, someone</i> , etc.) <i>all / some / none / any of them</i> ▶ <i>should(n't), had better, ought to</i>	IT terms Language for giving advice

Life competencies: Achieving your goals ▶, **Culture:** From caves to Kindles – how reading has changed ▶, Review

Unit 5 Music to my ears p 48 ▶	Role-play: Helpful suggestions Developing Speaking: Asking about feelings	Present perfect continuous ▶ Present perfect vs. present perfect continuous	Making music WordWise: Phrasal verbs with <i>out</i> Musical instruments
Unit 6 No planet B p 56 ▶	Expressing surprise and enthusiasm	<i>will (not), may (not), might (not)</i> for prediction ▶ First conditional <i>unless</i> in first conditional sentences	The environment Verbs to talk about energy

Life competencies: Managing your money ▶, **Culture:** Green solutions around the world ▶, Review

Unit 7 The future is now p 66 ▶	Checking information Developing Speaking: Agreeing	Future forms ▶ Question tags <i>Nor, neither</i> , and <i>so</i>	Future time expressions Organizing a party WordWise: Phrases with <i>about</i>
Unit 8 Science and us p 74 ▶	Talking about past habits Talking about imaginary situations Talking about scientific discoveries	▶ Simple past vs. past continuous (review) <i>used to</i> Second conditional <i>I wish</i>	Direction and movement Science

Life competencies: Being flexible ▶, **Culture:** Amazing inventions from ancient civilizations ▶, Review

Unit 9 Working week p 84 ▶	Developing Speaking: Accepting and refusing offers and invitations Role-play: Inviting friends to join you	▶ The passive (present, past, present continuous, present perfect)	Jobs <i>work as / in / for; work vs. job</i> WordWise: Time expressions with <i>in</i>
Unit 10 Mind and body p 92 ▶	Talking about your health	Past perfect ▶ Past perfect continuous Past perfect vs. past perfect continuous	Time linkers Illness: collocations

Life competencies: Taking responsibility for your actions ▶, **Culture:** Keep in shape ... without going to the gym ▶, Review

Unit 11 Breaking news p 102 ▶	Reporting what someone said Developing Speaking: Expressing feelings: anger	Reported statements ▶ Verb patterns: object + infinitive	Fun More verbs with object + infinitive WordWise: Expressions with <i>make</i>
Unit 12 Rules and regulations p 110 ▶	Talking about permission Following and giving simple instructions	<i>be allowed to / let</i> ▶ Third conditional	Discipline Consequences and reasons

PRONUNCIATION	THINK!	SKILLS
Intonation and sentence stress	Values: Human qualities	Reading Online survey responses: Who do you admire most? Article: Human moles Writing A short passage about someone you admire Listening Guessing game
Word stress	Values: Learning for life Train to THINK Learning about texts	Reading Article: The loneliest student in the UK Article: The power of “yet” Writing An email describing your school routine Listening Conversation about a summer activity list

B1 Preliminary for Schools Exam practice

Words ending in /ər/	Values: Preconceived ideas	Reading Article: A new kind of superhero Article: The history of watching TV Writing A paragraph about your TV habits Listening Interview with a teenage movie director
The short /ʌ/ vowel sound	Values: Responsible online behavior Train to THINK Logical sequencing	Reading Article: Leaving footprints Short texts: Different types of messages Writing A web page giving advice Listening Conversation about falling for online scams

B1 Preliminary for Schools Exam practice

The /ɑ/ vowel sound (spelled with o)	Values: Following your dreams	Reading Magazine article: A royal star Article: The future of live music Writing The story of your favorite band Listening Interviews about music
/f/, /v/, /b/ consonant sounds	Values: Caring for the world Train to THINK Different perspectives	Reading Magazine article: Hot topic: saving the Earth Brochure: Energy matters Writing An article for the school magazine Listening Interview about a town project

B1 Preliminary for Schools Exam practice

Intonation of question tags	Values: Believe in a better future	Reading Newspaper article: Today's world Group chat: Organizing a party Writing An invitation to a party Listening Interview with a singer and a journalist
The /juː/ sound	Values: How science helps people Train to THINK Using criteria	Reading Magazine article: Curious minds Web forum: What invention or discovery would make your life better? Writing A blog entry Listening A science lesson

B1 Preliminary for Schools Exam practice

/tʃ/ and /dʒ/ consonant sounds	Values: What's important in a job?	Reading Article: The perfect job? Article: Technology in the workplace Writing A short essay about jobs in the future Listening Interview with Marina Stuart
/tʃ/ and /ʃ/ consonant sounds	Values: Never give up Train to THINK Logical conclusions	Reading Article: 8,000 birds to see before you die Article: 3D printing – it can change lives Writing A story Listening Conversation about health and exercise

B1 Preliminary for Schools Exam practice

Intonation: rude or polite?	Values: Reacting to jokes	Reading Article: It's all fake news Article: The danger of live TV Writing A news report Listening Profile of an extreme weather journalist
Silent consonants	Values: The importance of rules Train to THINK Being creative	Reading Article: Hard times to be a kid Website contest: The best 50-word stories Writing A set of rules Listening The rules of chess

B1 Preliminary for Schools Exam practice

WELCOME

A GETTING TO KNOW YOU Introducing yourself

- 1 Read the email quickly. Write the names under the photos.



Alex
alex@mymail.com

Hi Patricia!

Hi Patricia,

My name's Alex. I'd like to be your e-pen pal. I got your name and email address from my teacher, Mr. Goodall. He lived in Peru for three years, and he's a good friend of your father's.

So, what would you like to know about me? I'm 15 years old. I live in a small house in Atlanta, Georgia, with my mom and my two little brothers. They're OK, but they can be annoying sometimes. I go to Grady High School. I really like school, but my teachers always give us too much homework. I usually do it when I get home from school, but I'm not doing that today – that's because I'm writing to you!

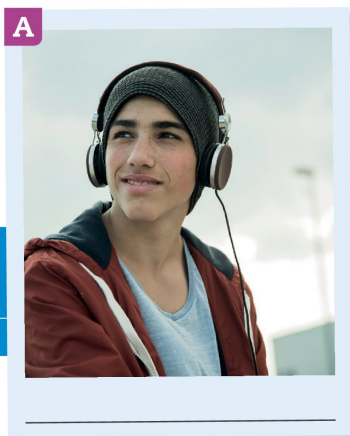
I like listening to music and playing games on the computer. I also like playing the guitar. I play in a band with some of my friends. I like sports, too. I play basketball and tennis. I'm on the school basketball team. We usually play games on Saturday mornings. That's a bit of a problem because I don't like getting up really early on the weekends.

But what about you? I hope you'll want to write to me. There are lots of questions I want to ask you. Things like: what's life like in Peru? Do you like your school? What's it like? What's the weather like in Lima? Do you have a big family? All that sort of stuff to help me get to know you. Mr. Goodall says you like volleyball, but that's all I know about you.

So please email me. I'd love to have a Peruvian friend.

Sincerely,

Alex



- 2 Read the email and complete the information about Alex.

Name	⁰ <u>Alex</u>	Hometown	¹ _____
Age	² _____	Family	³ _____
Likes	⁴ _____		
Dislikes	⁵ _____		

Asking questions

- 3 Match the questions with the answers to make mini-dialogues.

- 1 What do you do?
- 2 What are you doing?
- 3 What do you like doing?
- 4 Do you like studying English?
- 5 Where are you from?
- 6 Are you 14?

☐
☐
☐
☐
☐
☐

- | | |
|--------------------|-------------------------------|
| a I'm watching TV. | d I'm a student. |
| b Yes, it's great. | e No, I'm 13. |
| c I'm from Italy. | f I love playing video games. |

- 4 **SPEAKING** Work in pairs. Ask and answer the questions in Exercise 3. Give answers that are true for you.

- 5 Look at these sentences. Choose the next line for each of the mini-dialogues in Exercise 3.

- 1 What's your teacher's name?
- 2 Do you live in Rome?
- 3 What school do you go to?
- 4 When is your birthday?
- 5 Would you like to go out and do something with me?
- 6 Me, too. Do you want to come over and play the new Minecraft game?

- 6 **SPEAKING** Work in pairs. Think of an answer to each question from Exercise 5. Then practice your full dialogues.

What do you do?

I'm a student.

What school do you go to?

Chester High School.



Cape Town



London



Paris



New York



Seville

The weather

- 7 What kind of weather do you love, like, or hate? Draw a 😊, 😐, or a ☹️ next to each one.

<input type="radio"/> sunny	<input type="checkbox"/>	<input type="radio"/> wet	<input type="checkbox"/>	<input type="radio"/> cloudy	<input type="checkbox"/>
<input type="radio"/> warm	<input type="checkbox"/>	<input type="radio"/> cold	<input type="checkbox"/>	<input type="radio"/> windy	<input type="checkbox"/>
<input type="radio"/> humid	<input type="checkbox"/>	<input type="radio"/> rainy	<input type="checkbox"/>	<input type="radio"/> dry	<input type="checkbox"/>
<input type="radio"/> freezing	<input type="checkbox"/>	<input type="radio"/> hot	<input type="checkbox"/>	<input type="radio"/> foggy	<input type="checkbox"/>

- 8 **SPEAKING** Work in pairs. Tell your partner.

I love rainy weather.

- 9 **W.01** Listen to the weather forecast for part of the US. Check (✓) the weather words in Exercise 7 that you hear.

- 10 **W.01** Listen again. What is the weather going to be like in New York, Washington, D.C., and Atlanta?



- 11 **SPEAKING** Work in pairs. Look at the pictures. Ask and answer questions.

What's the weather like in New York?

It's freezing!

Families

- 12 Look at the family words. Complete the pairs.

- | | |
|---------------------|---------------------|
| 1 mother and _____ | 4 grandma and _____ |
| 2 brother and _____ | 5 husband and _____ |
| 3 aunt and _____ | 6 niece and _____ |

- 13 **W.02** Listen to Alex talking to Patricia on Skype. How are these people related to Alex?

- | | |
|------------------|----------------|
| 1 Peter _____ | 6 Mary _____ |
| 2 Lawrence _____ | 7 Hemi _____ |
| 3 Lynne _____ | 8 Claire _____ |
| 4 Steve _____ | 9 Becca _____ |
| 5 Tony _____ | 10 Harry _____ |

- 14 **SPEAKING** Work in pairs. Ask each other about your families.

Do you have any cousins?

Yes! I have ten cousins.

B EXPERIENCES

Meeting people



1 Put the parts of the dialogue in order. Write 1–10 in the boxes.

- ☐ A Really! Where? When?
- ☐ A What book was it?
- ☐ A Did she give you one?
- ☒ 1 A Have you ever met a famous person?
- ☐ A Did you say anything to her?
- ☐ B It was my English course book, believe it or not. I had it with me to help me with my English.
- ☐ B Well, I realized that I didn't have my phone with me, so she signed a book that I was carrying.
- ☐ B It was last summer. We were on vacation in LA. We were walking out of a restaurant when she walked in.
- ☐ B Yes, I did. I asked her for a selfie.
- ☐ B Yes, I have. Millie Bobby Brown.

2 W.03 Listen and check your answers.

3 **SPEAKING** Work with a partner. Practice the conversation. Change names, places, and other details.

4 Find examples of the following tenses in Exercise 1.

- 1 A simple past positive statement.
- 2 A simple past negative statement.
- 3 A simple past question.
- 4 A simple past short answer.
- 5 A past continuous statement.
- 6 A present perfect question with *ever*.
- 7 A present perfect short answer.

Irregular past participles

5 Write the past participles of these irregular verbs.

- | | |
|---------------|---------------|
| 1 think _____ | 7 eat _____ |
| 2 drink _____ | 8 make _____ |
| 3 wear _____ | 9 run _____ |
| 4 see _____ | 10 win _____ |
| 5 lose _____ | 11 read _____ |
| 6 hear _____ | 12 ride _____ |

6 Complete the questions with past participles from Exercise 5.

- 0 Who's the most famous person you've ever seen ?
- 1 What's the strangest food you've ever _____ ?
- 2 What's the best book you've ever _____ ?
- 3 What's the funniest joke you've ever _____ ?
- 4 What's the most expensive thing you've ever _____ and never found again?
- 5 What's the best prize you've ever _____ ?
- 6 What are the most embarrassing clothes you've ever _____ ?
- 7 What's the longest phone call you've ever _____ ?
- 8 What's the longest distance you've ever _____ ?

7 Answer the questions in Exercise 6 with your own information.

The most famous person I've ever seen is Usain Bolt.

8 Work in groups. Each person takes one of the questions from Exercise 6 and thinks of two questions to add.

Who's the most famous person you've ever seen?

Where did you see him/her?

Did you say anything to him/her?

9 Ask the other students in your group your questions.

10 Report back to the class.

The most famous person Giovanni has seen is Usain Bolt. He saw him outside a store in London. He didn't say anything to him.



Losing things

11 Read Liam's story. What was in the wrong container?

People often complain about airline companies losing their suitcases when they fly. It's never happened to me, but something a lot worse happened to my family recently.

About ten years ago, my mom got a job teaching at a university in Thailand. At first she only went for six months, but she really liked it and agreed to stay longer, so we all went to live with her. We had a great time, but last year my parents decided that they wanted to return to the US. Because we'd been there so long, we had a lot of things we wanted to take back with us – all the furniture from our house, in fact.

So Mom and Dad went to a shipping company and arranged to take everything back in one of those big containers that you see on ships. The company packed everything into it: the armchairs and sofas, the TV, wardrobes, desks, even all the rugs and curtains. Our whole house was inside that big green metal box.

We flew back to Miami and waited for the container to arrive. About ten weeks later, we were having breakfast one morning when a big truck arrived outside our house. On the back was a big green metal box. We were so excited. The men opened the container and started to take out our things. But they weren't our things. The container was full of gym equipment. It was the wrong one. We were so upset. But the story has a happy ending. The men took the container and gym equipment away, and about two months ago our things finally arrived.



12 Read the story again and answer the questions. Use the word in parentheses in your answer.

- When did Liam's mom start her job in Thailand? (ago)
- When did the family move to Thailand? (later)
- How long did they stay there? (about)
- When did they decide to move back to the US? (last)
- How long after they got back to the US did the first container arrive? (about)
- When did the correct container finally arrive? (ago)

13 WRITING Write a short story about something you lost. Use these questions to help you.

- When did it happen?
- What was it?
- Where did you lose it?
- What did you do?
- How did you feel?
- Did you find it? If so, when and where?

Furniture

14 Check (✓) the items mentioned in the story.



15 SPEAKING Name the other items. Which of these do you think Liam's parents probably didn't put into the container?

They probably didn't put the toilet into the container.

16 SPEAKING Discuss in small groups.

Your family is moving to the other side of the world. What five items from your bedroom or house do you want to take with you?

C EATING AND DRINKING

Buying and talking about food

1 W.04 Listen and complete each blank with one word.

- Assistant Morning. Can I help you?
- Customer Yes, please. Um, I want ¹ _____ onions.
- Assistant OK, how ² _____ ?
- Customer Two large ones, please. And can I have ³ _____ mushrooms, too? About half a kilo?
- Assistant OK, sure. Anything else?
- Customer Oh, yes – tomatoes. A ⁴ _____ of tomatoes, please. And some hot peppers.
- Assistant Sorry, we don't have ⁵ _____ hot peppers today. Maybe try the supermarket across the street.
- Customer OK, thanks.
- Assistant So, ⁶ _____ are your tomatoes. Are you making something special tonight?
- Customer Yes, I'm going to make a vegetable curry. I had one in an Indian restaurant last week so I thought I'd try and make one, too.
- Assistant What about lemons? Lemon juice is ⁷ _____ good in a curry.
- Customer That's a good ⁸ _____ ! But I don't need any. I ⁹ _____ lemons at home. So, how ¹⁰ _____ is that?
- Assistant Let's see. That's \$4.15, ¹¹ _____ .
- Customer Here you are – \$5.
- Assistant And 85 cents ¹² _____ . Thanks. Enjoy your dinner!



2 Complete each sentence with *some* or *any*. Then match the sentences with the pictures. Write the numbers 1–8.

- 1 There's _____ butter in the fridge.
- 2 There are _____ eggs in the kitchen.
- 3 There aren't _____ olives on the pizza.
- 4 I'd like _____ of those tomatoes, please.
- 5 Sorry, there aren't _____ eggs.
- 6 I'd like _____ water, please.
- 7 Oh, there isn't _____ milk.
- 8 No, I don't want _____ orange juice, thanks.



3 Which of these things would you always / never / sometimes use to make a sandwich? Write sentences.

butter | bread | cheese | chicken
coffee | eggs | milk | olives | onions
pears | tomatoes | yogurt

You always use bread to make a sandwich – but you never use ...

4 Work in pairs. Use your sentences from Exercise 3 to do a role-play.

In a restaurant

- 5 W.05 Read the sentences. Mark them W (waitress) or C (customer). Listen and check.



- 1 Can we see the menu, please? ☐
- 2 Is everything OK? ☐
- 3 This soup is too cold! ☐
- 4 Can we have the check, please? ☐
- 5 A table for two? This way, please. ☐
- 6 We'd like the soup to start. ☐
- 7 What soup do you have today? ☐
- 8 Are you ready to order? ☐

- 6 Complete each phrase with *much* or *many*.

- 1 too _____ butter
- 2 too _____ onions
- 3 too _____ things in your bag
- 4 too _____ milk
- 5 too _____ noise
- 6 too _____ cars

- 7 Complete the mini-dialogues with a phrase from Exercise 6.

- 1 A This coffee is horrible.
B I know! There's _____ in it.
- 2 A Ugh! I can't eat this toast.
B I know! There's _____ on it.
- 3 A This salad isn't very good.
B I know! There are _____ in it!
- 4 A This restaurant is horrible. We can't talk.
B I know! There is _____ here.
- 5 A It took me an hour to drive to work today.
B I know! There are _____ on our roads.
- 6 A I can't carry this. It's too heavy.
B There are _____. Take something out of it.

Stores

- 8 Look at the stores below. What things can you buy in each place? Think of as many things as you can.

coffee shop	<input type="checkbox"/>	electronics store	<input type="checkbox"/>
pharmacy	<input type="checkbox"/>	post office	<input type="checkbox"/>
bookstore	<input type="checkbox"/>	supermarket	<input type="checkbox"/>
clothing store	<input type="checkbox"/>	sporting goods store	<input type="checkbox"/>

- 9 W.06 Listen. Which store is each person in? Write the number of the dialogue next to the correct store in Exercise 8. There are three stores you don't need.

- 10 W.06 Listen again. In which store do you hear these sentences?

- 1 You don't have to wait in a line. _____
- 2 You have to wear them two or three times. _____
- 3 You have to fill out this form. _____
- 4 You don't have to pay for the third one. _____

Things you have to do

- 11 Read the sentences below. For each one, think of possibilities for a) who said it and b) who to.

- 1 *You don't have to read it.*
- 2 *You have to give it to me before class.*
- 3 *I don't have to do what you say!*
- 4 *I have to finish this tonight.*
- 5 *You don't have to throw it away.*
- 6 *It's fantastic! You have to see it!*

- 12 SPEAKING Work in pairs. Choose three of the sentences in Exercise 11. Act out a mini-dialogue for each sentence that you choose.

This book is really boring.

Well, you don't have to read it.

I do. I have to read it for school.

Oh. When do you need to finish it by?

Tomorrow!



Katy
katy@thinkmail.com

Party

Hi Lucy,

I was really happy to get your text saying that you're coming to visit us at the end of the month. I'm very excited, and you're going to be here at just the right time! On the 29th, our town is having its special weekend festival. There is one every year. What's a festival? Well, it's like a party but with sports and other events, too. There are lots of different activities. We're going to join in, so I hope you're ready for some fun!

It all starts on Saturday. There's an opening ceremony in the morning, and after lunch, there are things for kids – like races and games. And at five o'clock, there's a soccer game – we're playing against a team from another town. Then in the evening, there's dancing in the town square. A famous DJ is playing the music! (I can't say who yet – it's secret!)

On Sunday morning, there's a charity run – it's about five kilometers. It starts at the town hall and goes past the school and down Main Street to the park, where it finishes. And guess what? I'm running in the race! (Would you like to run, too? I think we can get you in – let me know ASAP, OK?) And on Sunday afternoon, there's a big street fair with games and food. It's going to be great. The only problem is the weather forecast says it's going to rain, so I'm going to wear my raincoat.

We're looking forward to seeing you here. Oh, I almost forgot! On Sunday evening, we're having a party at our place for my dad's 50th birthday! We're going to make it a really special party. Please say you don't have to leave on Sunday evening!

Anyway, let me know more about your plans. When are you arriving on Friday?

See you soon,

Katy

D LOOKING AHEAD

Plans and arrangements

1 Read the email. Match the times and the events.

- | | |
|----------------------|--------------------------|
| 1 Saturday morning | <input type="checkbox"/> |
| 2 Saturday afternoon | <input type="checkbox"/> |
| 3 Saturday evening | <input type="checkbox"/> |
| 4 Sunday morning | <input type="checkbox"/> |
| 5 Sunday afternoon | <input type="checkbox"/> |
| 6 Sunday evening | <input type="checkbox"/> |

- a sporting events
b party for Katy's dad
c opening ceremony
d dancing
e charity run
f street fair

2 Read the sentences. What do the underlined verbs express? Write A (arrangement) or I (intention).

- | | |
|--|--------------------------|
| 1 A famous DJ <u>is playing</u> the music. | <input type="checkbox"/> |
| 2 I <u>'m running</u> in the race. | <input type="checkbox"/> |
| 3 We <u>'re going to join in</u> . | <input type="checkbox"/> |
| 4 I <u>'m going to wear</u> my raincoat. | <input type="checkbox"/> |
| 5 We <u>'re going to make</u> it a really special party. | <input type="checkbox"/> |
| 6 We <u>'re having</u> a party at our place. | <input type="checkbox"/> |

3 Find other examples of the present continuous for arrangements in Katy's email.

4 **SPEAKING** Work in pairs. Ask and answer questions about plans you have for next weekend.

What are you doing on Saturday morning?

I'm going running. / I'm not doing anything.

Sports and sport verbs

5 Complete the table with the sports in the list.


gymnastics | karate | rock climbing | running
skiing | soccer | tennis | track and field

play	do	go

6 **SPEAKING** Work in pairs. Which sports do you often / sometimes / never do? Talk to your partner.

I often go running, but I never do karate.

Travel plans

- 7  W.07 Put the parts of the dialogue in order.
Then listen and check your answers.

- ☐ A Great idea. OK, see you soon. We're going to have a lot of fun this weekend!
- ☐ A Ah, OK. 3:15 is difficult for me. Is it OK if I don't meet you at the station?
- ☐ A Hey, Connor. What time are you arriving on Saturday?
- ☐ A Well, sometimes the train's late. If it's late, I'll meet you.
- ☐ B OK. As soon as the train leaves Danbury, I'll send you a text message.
- ☐ B 3:15 – I'm going to catch the two o'clock train from Danbury.
- ☐ B I know. It's going to be great!
- ☐ B Of course. I can walk. No problem.

- 8 Complete the sentences with the correct form of the verbs in parentheses.

- 1 If I _____ (miss) the bus, I _____ (catch) the next one.
- 2 If the bus _____ (arrive) late, I _____ (take) a taxi.
- 3 If there _____ (not be) any taxis, I _____ (walk) to your place.
- 4 I'll send you a text message when I _____ (get) to the station.
- 5 As soon as I _____ (get) to your place, we _____ (start) having a good time.
- 6 If we _____ (not have) a good time, I _____ (not visit) you again!

- 9 Ellie traveled a lot last year. Complete the sentences with the simple past of the verbs in the list.

catch | drive | fly | miss | ride | take

- 10 Complete the sentences with *be going to* and the verbs in the list.

buy | get up | not visit | take | try | visit

- 1 We don't like flying so we _____ a boat.
- 2 I want to go to Chicago. I _____ my ticket online.
- 3 My train leaves at 5:00, so I _____ very early tomorrow.
- 4 We'll only be in New York for one day, so we _____ any museums.
- 5 When we're in California, we _____ my cousins.
- 6 We love Italian food, so we _____ all the best restaurants in Rome!

- 11 Imagine you can go on vacation to wherever you want, any time you want. Make notes about your plans:

- where you're going to go
- where you're going to stay
- how long your trip is going to be
- what you're going to do
- who you're going to go with
- what you're going to eat
- what time of year you're going to go

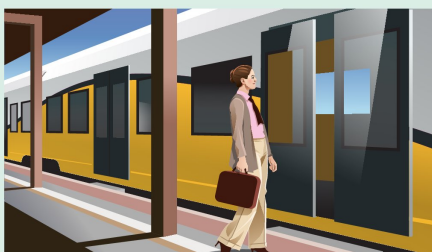
- 12 **SPEAKING** Work in pairs. Ask and answer about the vacation you planned in Exercise 11.

Where are you going to go on vacation?

Thailand. And I'm going to stay in a hotel on the beach.



- 0 She took a taxi in Paris.



- 1 She _____ the train in Vienna.



- 2 She _____ to Madrid.



- 3 She _____ the train in Berlin.



- 4 She _____ to Rome.



- 5 She _____ a bike in Athens.

1 INCREDIBLE PEOPLE



Get THINKING

Watch the video and think:
what makes people incredible?

OBJECTIVES

FUNCTIONS:

talking about things you have and haven't done; offering encouragement

GRAMMAR:

present perfect with *just*, *already*, and *yet*; present perfect vs. simple past

VOCABULARY:

personality adjectives; collocations; phrases with *just*



READING

- 1 Look at the photos. What is your first impression of these people? What adjectives could you use to describe them?

boring | caring | confident | cool | easy-going
friendly | funny | happy | intelligent | serious

- 2 **SPEAKING** Discuss the photos in pairs.

He seems friendly.

She looks like a happy person because she's smiling.

- 3 **SPEAKING** Use the adjectives in Exercise 1 and other adjectives to describe people you know.

My brother is very easy-going.

He doesn't get angry very often.

- 4 Quickly read the responses to the survey question on the next page. Who do the respondents admire?

- 5 **1.01** Read and listen to the responses again. Mark the sentences T (true) or F (false).

- 1 Renata has a daughter. _____
- 2 Renata works as a coach. _____
- 3 Mr. Ronay helps children to learn the piano. _____
- 4 Mr. Ronay plays concerts all over the world. _____
- 5 Deming has never had lessons in painting. _____
- 6 Deming is very good at drawing pictures. _____
- 7 Anna has a problem with her heart. _____
- 8 Anna never goes to school. _____

- 6 **SPEAKING** Work with a partner. Correct the false sentences in Exercise 5.